

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the writer would like to present the theory, review of previous studies and research model.

2.1 Theory

2.1.1 Error

2.1.1.1 Definition of Error

Dulay et al. (1982 :138) argue that errors are the flawed side of learner speech or writing. They are those parts of conversation or composition that deviate from some selected norm of mature language performance.

Most of people think that error and mistake are the same thing. They still misunderstand about both of those terms. Brown (in Madar & Ataburan, 2016) insists that it is crucial to make a distinction between mistakes and errors because they are technically two very different phenomena. To get clear understanding about error and mistake, it is better for the writer to consider several opinions given by the some experts. Brown (in Madar & Ataburan, 2016) according to him, there are two concepts that need to be considered when differentiating between errors and mistakes, namely, the concept of intentionality; and the concept of correctability. Furthermore, James (in Madar & Ataburan, 2016) gives his explanation about the concept of intentionality; and the concept of correctability.

He says that concept of intentionality plays an essential role when defining an error since an error arises only when there was no intention to commit one. So an erroneous utterance is that which was made unintentionally, whereas when there is an intention to produce a deviant utterance, we simply call it deviance. Then James (in Madar & Ataburan, 2016) explains that the distinction of mistake and error is also based on the concept of correctability. If the learner is able to self correct after using an incorrect expression or utterance, we are talking about mistake. On the other hand, when the learner produces an unintentionally deviant utterance and is not able to self-correct, he or she committed an error.

2.1.1.2 Sources of Error

These are several sources of error. Those are explained as follows (Brown,1980) :

1. Interlingual Transfer

Intralingual transfer is such source of error that is happened because of mother tongue influence.

2. Intralingual Negative Transfer

Intralingual negative transfer refers to items produce by learner, do not reflect the structure of mother tongue, but generalization based on partial exposure to the target language. The representation of negative intralingual transfer is overgeneralization that is the use of one form or construction in one context and extending its application to other contexts where it should not apply. For example the use of *comed* and *goed* as the past form of *come* and *go*.

3. Context of Learning

Refers to the setting where a language is learnt. E.g a classroom or the situation, the teacher and the materials that is used in the lesson sometimes can cause the students make wrong generalization about the language.

2.1.1.3 Error Taxonomies

Dulay (in Madar & Ataburan 2016) classifies error into four types of taxonomies. Those are explained in the following.

1. Linguistic Category

These taxonomies classify errors according to the language component or linguistic constituent (or both of them) which are affected by the error. Among language components we count phonology (pronunciation), syntax and morphology (grammar), semantics and lexicon (meaning and vocabulary), and discourse (style)

Example of error in syntax:

1. Noun Phrase

a. Determiners

Omission of the article (*she no go in the hole*)

Use of possessive with the article (*she put it in the his room*)

b. Nominalisation

Simple verb used instead of *-ing* (*by to cook it*)

c. Number

Substitution of singulars for plurals (*he got some leaf*)

d. Use of pronouns

Omission of preposition (*(He) pitch the man*)

Use of *me* as subject (*me forget*)

e. Use of preposition

Omission of preposition (*he came (to) the water*)

Misused of preposition (*He fell down from (for for to) the water*)

2. Verb Phrase

a. Omission of verb

Omission of main verb (*He (fell) in the water*)

Omission of to be (*He in the water*)

b. Use of progressive tense

Omission of be (*Lisa going*)

Replacement of -ing by the simple verb form (*The bird was shake his head*)

c. Agreement of subject and verb

Disagreement of subject and number (*The apples was coming down*)

3. Verb and Verb Construction

Omission of *to* identical subject construction (*I go play*)

4. Some transformation

a. Negative transformation: formation of *no* or *not* without the auxiliary *do*

(*She not play anymore*)

b. Question transformation: omission of auxiliary (*How the story helps?*)c. There formation: omission of *there*: (*is one bird*)

2. Surface Strategy Taxonomy

This taxonomy concentrates on the ways in which surface structures are altered. Using this taxonomy Dulay et al. (in Madar & Ataburan, 2016) divide errors into the following categories:

a. Omission

It Means that an item which must be presented in a well formed utterance is absent. There is an evidence that grammatical morphemes which carry the meaning.

For example:

- *My father plumber* the grammatical morphemes *is* and *a* are omitted.
- *She speak Indonesian* (-s is omitted)
- *Along one week until two week, Erick still at Kupang.* (In this sentence the student should add suffix “s” for the word week)
- *Erick not my friend, but he only my neighbour.*(In this sentence the student should add “is” between Erick and not)

b. Additions

Dulay et al. (in Madar & Ataburan 2016) additions are one of surface strategy taxonomy and also the opposite of omission. The presence of an extra item which must not be present in a well formed utterance is characteristic for addition. Then he divides them into three categories as follows:

a. Double marking

Two items rather than one are marked for the same feature.

e.g. *He doesn't knows my name*

We didn't went there

b. Regularization

A rule typically applies to a class of linguistic items, such as the class of main verbs or the class of nouns, however, some members of a class are exceptions to the rule.

For example: The verb *eat* does not become *eated*, but *ate*.

The noun *sheep* is also *sheep* in the plural form not *sheeps*.

Whenever there are both regular and irregular forms and constructions in a language, learners apply the rules and to produce the regular ones to those that are irregular, resulting in errors regularization.

c. Simple addition

If an addition error is not both of regularization and double marking or regularization, it is called a simple addition.

For example: *a this* (article)

In over here (preposition)

c. Misformation

It refers to the use of the wrong form of the morpheme or structure. There are three types of misformation errors Dulay et al. (in Madar & Ataburan, 2016).

Those are:

a. Regularization errors

Regularization errors fall under the misformation category are those in which a regular marker is used in place of an irregular one, as *runned* for *run* or *gooses* for *geese*.

b. Archi-forms

The selection of one member of a class to represent other in a class is a common characteristic of all stages of acquisition. That is what we categorise as archi-forms.

For example: In using demonstrative adjective *this*, *that*, *these* and *those* to do the work several of them and they may also select one member of the other class of personal pronoun to function several others in class.

a) *That cat* or *that cats*.

b) *Me hungry*.

c. Alternating forms

As the learners' vocabulary and grammar grow, the use of archi-forms often gives way to be apparently fairly free alternation of various members of a class with each other.

For example:

1. Demonstrative: *Those dog*

This cats

2. Pronoun : *he she* (masculine for feminine)

They for it (plural for singular)

Her for she (accusative for nominative case)

d. Misordering

Misordering errors are characterized by the *incorrect placement of morphemes in an utterance*. For example, in utterance

- *he is all the time late.*
- *All the time* is misordered.

3. Comparative Taxonomy

The Comparative taxonomy classifies errors on the basis of comparing the structure of L2 errors to the types constructions, most commonly to errors made by children during their L1 acquisition of the language in question. In this taxonomy, we work two main error categories. Those are explained below.

a. Developmental errors

Developmental errors refer to errors which are similar to those made by children who are acquiring the target language as their first language.

b. Intralingual errors

Dulay et al.(in Madar & Ataburan, 2016) argue, “similar in structure to a semantically equivalent phrase or sentence in the learner’s native language”, example *the man skinny* or *car expensive* said by an Indonesian speaker of English reflects the word order of the Indonesian equivalent phrase *laki-laki kurus* or *mobil mahal*.

c. Ambiguouss errors

These could be classified as both developmental errors and intralingual errors.

Dulay et al.(in Madar & Ataburan, 2016) that is because these errors reflect the

learner's L1 language structure and in the same time are similar to errors produced by children during their L1 acquisition.

For example: *I have no car*

The negative construction reflects the learner's native Indonesia and also characteristic of the speech of children learning English as their first language.

d. Other errors

Dulay et al.(in Madar & Ataburan, 2016) argue that these are those which simply do not fit in any of the above mentioned categories of this taxonomy.

Other errors are classified as neither developmental nor interlingual or errors that do not fit into any other category is categorised as other errors.

For example: *She do hungry*

4. Communicative Effect Taxonomy

This taxonomy focuses on the effect the errors have on the listener or reader.

Dulay et al.(in Madar & Ataburan, 2016) argue that errors that affect the overall organization of the sentence hinder successful communication, while errors that affect a single element of the sentence usually do not hinder communication.

They call the former (1) global errors and the latter (2) local errors.

1. Global errors

They include:

- a. wrong order of major constituents

e.g *English language use many people*

- b. missing, wrong or misplaced sentence connectors

e.g *(if) not take this bus, we late for school.*

2. Local errors

They include according to Dulay et al. (in Madar & Ataburan, 2016) errors that affect single elements (constituents) in a sentence do not usually hinder communication significantly. These include errors in noun verb inflections, articles, auxiliaries and the formation of quantifiers.

For example: *Why like we each other?*

and

Why we like each other?

2.1.2 Writing

2.1.2.1 Definition of Writing

There are some definitions about writing given by some experts. Those are explained below:

Tarigan (in Faisal & K. Suwandita, 2013) writing is one of the language skills which is used to communicate indirectly, without having face to face with other people.

Nunan (in Faisal & K. Suwandita, 2013) writing is both physical and mental act. The definition can be explained as follows: physical action to pour some words or idea in a paper and in the same time our mental is working to invent ideas, think how to express in to some words and arranging them into sentences and paragraph that able to be understood by the readers.

2.1.2.2 Types of Writing

Paragraphs and essays can be written in different types or styles. A writer will choose a type depending on what he or she wishes to accomplish, what sort of material is to be discussed, and what kind of effect she or he wants to have on the readers. There are several types of writing such as narrative text, recount text, procedure text, report text, explanation text, descriptive text, discussion text, analytical exposition text, hortatory exposition text, spoof text, anecdote text, etc. Those are explained briefly below:

1. Narrative text

Narrative text is such kind of text that focusing to the specific participants. Its social function is to tell stories or past events and entertain the readers.

2. Recount text

Recount text is a text which retells event or experience in the past. Its purpose is either to inform or to entertain the riders.

3. Procedure text

Procedure text is a text that is used to show a process in order. Its social function is to describe how something is completely done through a sequence of series.

4. Explanation text

Explanation text is a text which tells the process relating to forming of natural, social, scientific and cultural phenomena. This kind of text is to say 'why' and 'how' the forming of the phenomena.

4. Descriptive text

Descriptive text is a text which says what a person or a thing is like. The purpose of this text is to describe and reveal a particular person, place or thing.

5. Discussion text

Discussion text is a text which presents a problematic discourse. This problem will be discussed from different point of view. This is commonly found in philosophical, historic and social text.

6. Analytical exposition text

Analytical exposition text is a text that elaborates the writer's idea about the phenomenon surrounding. The purpose of the text is to persuade the reader that the idea is an important matter.

7. Hortatory exposition text

Hortatory exposition text is such kind of text which represents the attempt of the writer to have the addressee to do something or act in certain way.

8. Report text

Report text is a text that presents information about something, as it is. It is a result of systematic observation and analysis.

9. Spoof text

Spoof text is a text which tells a factual story that happened in the past time with unpredictable and funny ending. Its social function is to entertain and share the story.

10. Anecdote text

Anecdote is a kind of text which retells an unusual incident in fact or in imaginations.

2.1.2.3 Descriptive Text

Descriptive text is one of the types of writing. It is a kind of text that has a purpose to give information. The context of this kind of text is the description of particular thing, animal person, place, or others, for instance: our pets or a person we know well (Linda & Wignell, 1994). Descriptive writing paints a picture. In its pure form, nothing much happens. It tells us what something looks like, feels like, tastes like, sounds like or smells like, so the readers able to imagine the scene object, person, etc that we describe. Each of types of writing has its structure and its grammatical feature, and when we are going to write such kind of text in tis case descriptive text we have to pay more attention to its structure and grammatical futures, so we can produce a good descriptive text. The structures of this text are:

- a. Identification : Identifies phenomenon to be descried (Hammond, 1992).
- b. Description : Describe parts, qualities, characteristics, etc.

Then, (Hammond, 1992) significant of the grammatical pattern in descriptive text are focusing on specific participants, use simple present tense, using descriptive adjective. The example of descriptive text is as follows:

My pet

My uncle gave me a puppy on my birthday. It was about 5 years ago. It is a dog. That is my favourite birthday gift ever.

Its name is shaggy. Now, it is about five years old. It has black fur. Its fur is really smooth. It has a long tail and big body. I always take it for walk around.

Its favourite food is fish and drink fresh milk. It always eats three times in a day. it is a clever dog. It will sleep all the time if you late to give it food. It also always barks loudly when a quest that it never seen comes to my house.

It can do many things like run quickly, shit on the chair and shaking my hand. I do love it.

2.2 Review of Previous Study

Previous studies are related to this study in terms of having the same topic and the same theory applied. Some previous studies are explained as follows:

Robert (2014) conducted a study entitled “A study on Grammatical Errors in writing Descriptive Text Made by the Tenth Grade Students of SMA N 2 Kupang in the School Year 2013/2014”. The writer wanted to found the grammatical errors committed by the tenth grade students of SMA N 2 Kupang in writing a descriptive text. The writer used 30 students as the subject of the study and he used surface strategy taxonomy in analysing students’ errors. In that study he found that there were 463 numbers of errors made by the students. There are 220 misformation, 143 omissions, 78 addition and 22 misordering. So the conclusion based on the date above the students should learn how to write a good text or composition and focused on grammar, especially tenses and subject verb agreement.

Menge (2014) conducted a study entitled “A study on Grammatical Errors in writing Descriptive Text Made by the Tenth Grade Students of SMA N 2 Kupang in the School Year 2015”. The writer wanted to found the grammatical errors committed by the tenth grade students of SMA N 2 Kupang in writing a

descriptive text. The writer used 40 students as the subject of the study and she used surface strategy taxonomy in analysing students' error. In that study she found that there were 84 numbers of errors made by the students. There are 12 misordering, 24 omission, 8 addition and 40 misformation. So the conclusion based on the data above the students should learn how to write a good text or composition and focused on grammar, especially tenses and subject verb agreement.

2.3 Research Model

This study is about language skills. Language skills consist two parts namely basic skills and sub skills. Basic skills consist of listening, speaking, writing and reading, meanwhile sub skills consist of grammar, vocabulary, pronunciation and spelling.

This study focuses on one of the basic skills namely writing. There are several kinds of writing such as narrative, recount, descriptive, report, procedure, etc. In this study, it focuses on another kind of writing namely descriptive text. This study is conducted by the writer in order to find out and identify errors made by the eleventh grade students of Sint. Carolus Senior High School in the school year 2017/2018 in writing descriptive text. There are several taxonomies that can be used in categorizing the errors made by students such as Linguistics taxonomy, surface strategy taxonomy, comparative taxonomy and communicative effect taxonomy. In analyzing the errors made by students in writing descriptive text, the writer uses surface strategy taxonomy that consists of some categories such as omission, addition, misformation and misordering.

As a summary of what has long been explained, the following diagram figures out the study above.

